



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14898 W. Acoma Drive, Surprise, AZ 85379

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Donna MK Malone  
 Schedule : 7:00 AM to 3:15 PM  
 Grades : K-8  
 2004 Enrollment : 1002  
 Web Address : www.dysart.org  
 Phone Number : (623) 523-8300  
 Fax Number : (623) 523-8316  
 E-mail : dmalone@dysart.org

### Mission

We, the stakeholders of the Ashton Ranch School Community will provide a safe, quality, learning environment in which to challenge and inspire our youth. With high personal and academic expectations: we will share unconditional respect and open communication to promote character in our youth, we will value and embrace our diversity, we will offer challenging academic programs with integrated and engaging curriculum. Together our community will collaborate to promote and celebrate learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Evaluated
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Ashton Ranch students will increase their proficiency in reading, a minimum of 9 months growth, as measured by the district/state assessment.
- ü Ashton Ranch students will increase their proficiency in writing, a minimum of 6 points, as measured by Six-Traits Rubric.
- ü Discipline: Student referrals to the office will decrease by 30% as compared with 2003-2004 school year.
- ü Ashton Ranch students will increase their proficiency in math, a minimum of 9 months growth, as measured by the district/state assessment.

### Enrollment

October 1, 2003 School Year Student Enrollment : 991  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 28

## Instructional Programs

- Ü On-site Special Education Program
- Ü Integrated Instruction
- Ü Kids At Hope
- Ü Character Education
- Ü Technology Instruction
- Ü Reading Specialist

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	6/1/2005

## Shared Responsibilities

### School

Ashton Ranch has high academic and behavioral standards that guide us in preparing our students for future success. Communication is imperative and will consist of handbooks, newsletters, web pages, email, phone calls, and conferences. We welcome parent involvement!

### Parents

Parent involvement is critical to the success of our students. It is paramount for parents to ensure their children receive a good breakfast and arrive at school on time on a regular basis. By providing for regular attendance, nourishment, time, space and support for homework, students are able to maximize their learning. The impact of parent involvement is significant.

## Transportation Policy

Ashton Ranch School provides transportation to Kindergarten students who live beyond one half-mile from school. First through eighth graders are provided bus transportation if they live beyond one mile from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 8th grader placed 2nd in the Dysart Dist. Spelling Bee	2003
Ü 3 stud. qualified for the AZ All-State Music Festival	2003
Ü 3rd grader-2nd in the Elks' Drug awareness poster	2003
Ü 5 students-placed in Kids @ Hope poster contest	2003

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1073	75509	100	99	100	509	499	521	16	21	13	34	30	23	26	33	33	24	17	31
All Students (Prior Year)	--	911	75372	--	100	100	--	497	523	--	19	9	--	35	25	--	31	36	--	15	30
Female	44	493	37013	100	99	100	506	501	522	17	21	12	44	29	24	17	29	33	22	20	31
Male	56	580	38430	100	99	99	511	497	521	15	21	14	25	30	22	35	35	33	25	14	31
African American	12	95	3660	100	99	99	488	484	496	30	28	24	30	36	31	30	23	28	10	13	18
Hispanic	38	438	30486	100	98	99	512	486	505	25	27	18	25	35	29	20	27	32	30	11	21
Asian/Pacific Islander	NC	24	1780	NC	100	98	NC	518	549	NC	5	5	NC	27	13	NC	45	33	NC	23	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	41	502	35192	95	99	99	514	507	534	11	17	8	34	26	19	32	37	35	24	20	39
Students with Disabilities	15	149	9708	100	100	100	480	460	489	0	54	32	75	23	27	25	18	24	0	5	17
Students without Disabilities	85	924	65801	98	98	98	510	503	525	17	18	11	32	30	23	26	34	34	25	18	33
Limited English Proficient Students	16	169	16928	100	100	100	NA	421	485	NA	100	29	NA	0	33	NA	0	26	NA	0	12
Migrant Students	NC	18	750				NC	494	499	NC	0	21	NC	50	29	NC	50	30	NC	0	20
Economically Disadvantaged	46	576	36411				502	488	503	25	27	19	38	32	29	17	29	32	21	12	20
Non-Economically Disadvantaged	54	497	39040				512	508	534	12	15	8	33	27	19	31	36	34	25	21	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1073	75492	100	99	100	521	509	519	8	17	12	17	19	16	53	46	47	22	18	24
All Students (Prior Year)	--	899	75221	--	100	100	--	507	523	--	17	8	--	23	16	--	50	56	--	10	21
Female	44	495	37014	100	100	100	520	513	523	11	15	10	17	19	15	39	44	48	33	23	27
Male	56	578	38400	100	99	99	521	506	516	5	20	14	18	20	17	65	47	47	13	14	21
African American	12	95	3665	100	99	99	503	500	505	10	21	20	40	27	22	40	43	43	10	9	14
Hispanic	38	437	30438	100	98	99	514	500	508	20	25	17	5	20	21	50	43	47	25	12	15
Asian/Pacific Islander	NC	24	1773	NC	100	98	NC	530	534	NC	5	4	NC	9	10	NC	55	50	NC	32	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	41	503	35177	95	99	99	526	515	528	3	14	8	16	18	13	58	47	49	24	22	31
Students with Disabilities	15	150	9707	100	100	100	497	471	495	25	56	33	25	17	21	50	23	33	0	4	13
Students without Disabilities	85	923	65785	98	98	98	522	514	522	7	13	10	17	20	16	53	48	49	24	20	26
Limited English Proficient Students	16	169	16905	100	100	100	NA	438	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	NC	19	763				NC	518	499	NC	0	21	NC	67	30	NC	0	40	NC	33	8
Economically Disadvantaged	46	578	36302				509	500	507	17	26	18	13	21	21	50	41	46	21	13	14
Non-Economically Disadvantaged	54	495	39164				526	517	528	4	10	8	19	18	13	54	50	48	23	22	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1062	75053	98	98	99	629	574	597	5	10	7	9	12	12	68	72	72	17	6	9
All Students (Prior Year)	--	863	73654	--	96	99	--	512	530	--	18	9	--	21	13	--	59	70	--	2	7
Female	44	492	36872	100	99	99	650	601	621	3	7	5	6	8	9	67	76	74	25	8	12
Male	54	570	38109	96	97	99	610	551	573	8	12	10	13	15	14	69	68	69	10	4	6
African American	12	95	3636	100	99	99	679	561	568	10	12	12	10	18	16	50	65	67	30	5	6
Hispanic	37	433	30235	97	97	98	601	555	575	5	13	9	20	14	14	60	69	70	15	4	6
Asian/Pacific Islander	NC	24	1768	NC	100	98	NC	582	651	NC	5	3	NC	5	5	NC	86	72	NC	5	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	40	496	35028	93	98	99	643	586	613	3	8	6	3	10	10	78	75	73	16	6	11
Students with Disabilities	15	149	9625	100	100	100	631	476	530	0	32	21	0	24	21	100	44	55	0	0	4
Students without Disabilities	83	913	65428	95	97	98	629	586	604	6	7	6	10	11	11	66	76	73	18	7	10
Limited English Proficient Students	15	164	16765	100	100	100	NA	374	525	NA	100	17	NA	0	20	NA	0	60	NA	0	2
Migrant Students	NC	18	752				NC	583	562	NC	0	9	NC	0	18	NC	100	68	NC	0	5
Economically Disadvantaged	45	569	36077				596	551	566	8	13	10	17	15	16	54	66	69	21	5	5
Non-Economically Disadvantaged	53	493	38950				645	594	618	4	7	5	6	9	9	75	77	73	16	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	939	76019	99	100	100	471	479	499	26	22	14	46	43	39	12	13	14	15	21	33
All Students (Prior Year)	--	855	76230	--	100	100	--	470	498	--	26	12	--	47	38	--	11	12	--	17	37
Female	49	452	37207	98	98	100	478	480	499	15	20	12	59	46	41	12	14	14	15	20	33
Male	59	481	38677	100	100	100	465	479	498	36	24	15	36	41	38	12	12	13	16	23	34
African American	15	92	3817	100	97	100	449	468	475	46	22	23	46	52	47	0	13	11	8	13	18
Hispanic	42	379	29458	100	98	100	451	462	480	33	34	20	55	45	48	9	9	12	3	13	20
Asian/Pacific Islander	NC	24	1673	NC	96	99	NC	498	531	NC	5	4	NC	55	29	NC	9	14	NC	32	53
American Indian/Alaskan Native	--	17	4735	--	100	100	--	497	466	--	13	28	--	44	49	--	6	10	--	38	13
White	46	418	35880	98	100	100	491	493	515	17	15	7	37	39	32	20	17	16	27	28	45
Students with Disabilities	10	115	9786	91	100	100	439	436	457	67	54	39	33	35	40	0	7	7	0	4	13
Students without Disabilities	98	824	66233	100	99	99	472	482	503	25	20	11	47	44	39	13	14	14	16	23	35
Limited English Proficient Students	15	143	15206	100	100	100	443	430	459	40	57	31	60	40	53	0	3	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	54	499	35714				459	467	480	40	31	20	44	44	47	7	9	12	9	15	20
Non-Economically Disadvantaged	54	440	40266				481	491	513	15	14	9	48	42	33	17	17	15	21	27	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	941	76020	100	100	100	496	498	503	35	33	25	25	21	23	34	38	40	5	7	12
All Students (Prior Year)	--	847	76202	--	100	100	--	499	505	--	28	19	--	28	24	--	37	46	--	7	11
Female	50	453	37213	100	98	100	503	499	504	18	27	22	30	22	23	43	44	42	10	8	13
Male	59	482	38666	100	100	100	490	497	501	49	38	29	22	21	22	27	34	38	2	7	12
African American	15	92	3819	100	97	100	487	492	494	50	39	37	21	24	26	29	34	31	0	2	6
Hispanic	43	379	29442	100	98	99	486	491	494	48	45	37	33	22	26	18	28	31	0	4	6
Asian/Pacific Islander	NC	24	1672	NC	96	99	NC	502	513	NC	18	12	NC	45	19	NC	23	49	NC	14	20
American Indian/Alaskan Native	--	17	4735	--	100	100	--	499	489	--	19	48	--	38	25	--	44	24	--	0	3
White	46	420	35890	98	100	100	505	505	511	23	23	15	18	18	20	50	48	48	10	11	18
Students with Disabilities	11	118	9784	100	100	100	467	476	485	100	72	58	0	12	19	0	15	19	0	0	4
Students without Disabilities	98	823	66236	100	98	99	497	500	504	33	29	23	26	22	23	35	40	42	6	8	13
Limited English Proficient Students	16	144	15198	100	100	100	478	476	483	80	79	59	0	18	25	20	3	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	55	499	35703				489	493	494	47	42	37	26	22	26	26	30	31	2	6	6
Non-Economically Disadvantaged	54	442	40274				502	503	509	25	24	17	25	21	20	42	46	47	8	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	936	75673	100	99	100	500	508	530	18	15	12	38	32	25	42	50	58	2	3	4
All Students (Prior Year)	--	812	74692	--	100	99	--	482	502	--	29	18	--	32	27	--	36	47	--	3	8
Female	50	451	37099	100	98	100	521	525	548	5	9	8	49	32	22	41	55	64	5	4	6
Male	59	479	38441	100	100	99	482	493	513	29	20	16	29	33	29	43	46	52	0	1	3
African American	15	92	3791	100	97	99	483	509	506	15	12	18	54	31	29	31	56	50	0	1	3
Hispanic	43	377	29305	100	98	99	478	491	507	16	17	16	50	39	31	34	43	51	0	1	2
Asian/Pacific Islander	NC	24	1665	NC	96	99	NC	518	573	NC	18	6	NC	14	16	NC	68	67	NC	0	10
American Indian/Alaskan Native	--	17	4707	--	100	100	--	550	492	--	13	19	--	27	33	--	40	46	--	20	1
White	46	418	35760	98	100	99	521	520	550	22	14	9	27	29	21	46	54	64	5	4	6
Students with Disabilities	11	117	9706	100	100	100	412	447	462	50	38	36	50	34	32	0	28	31	0	0	1
Students without Disabilities	98	819	65967	100	98	99	502	513	536	17	13	10	38	32	25	43	52	60	2	3	5
Limited English Proficient Students	16	144	15115	100	100	100	456	446	471	20	41	26	60	40	38	20	19	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	55	497	35541				489	499	504	21	18	17	42	33	31	37	48	50	0	1	2
Non-Economically Disadvantaged	54	439	40091				510	518	550	15	12	9	34	31	21	47	52	64	4	4	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	833	75001	98	100	99	438	449	468	60	50	37	31	36	36	8	11	16	1	3	10
All Students (Prior Year)	--	651	71167	--	99	99	--	441	463	--	57	38	--	34	41	--	8	14	--	1	7
Female	51	410	36846	98	99	99	431	451	468	65	47	36	31	38	38	4	11	16	0	3	10
Male	43	419	37974	98	99	99	446	447	467	54	53	39	30	33	34	14	11	16	3	3	11
African American	10	76	3720	91	96	98	413	439	446	80	61	53	20	28	33	0	8	9	0	3	4
Hispanic	40	356	26675	100	97	98	431	440	448	66	58	52	31	33	34	3	6	10	0	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	NC	12	4731	NC	100	98	NC	438	438	NC	67	61	NC	17	30	NC	8	7	NC	8	2
White	40	363	37785	93	99	99	452	459	482	47	42	25	34	40	39	16	15	21	3	4	15
Students with Disabilities	11	111	8802	100	100	100	410	405	418	100	87	79	0	11	16	0	2	3	0	0	1
Students without Disabilities	83	722	66199	98	97	99	439	452	472	58	47	34	33	38	38	9	11	17	1	3	11
Limited English Proficient Students	12	131	11710	100	100	100	413	421	429	100	80	70	0	18	25	0	1	4	0	0	1
Migrant Students	NC	NC	709				NC	NC	442	NC	NC	57	NC	NC	34	NC	NC	7	NC	NC	2
Economically Disadvantaged	50	440	29814				424	438	448	75	60	53	23	31	33	2	8	10	0	1	4
Non-Economically Disadvantaged	44	393	45170				452	460	479	44	41	28	39	41	38	15	13	20	2	5	14

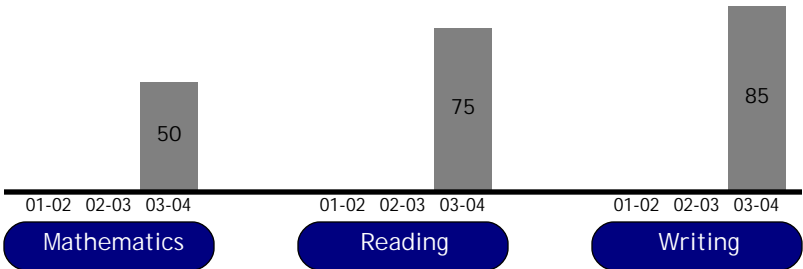
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	831	74918	99	99	99	486	487	497	44	38	32	17	19	19	26	33	35	13	10	15
All Students (Prior Year)	--	648	71100	--	99	99	--	487	502	--	35	25	--	26	21	--	33	40	--	7	15
Female	52	412	36805	100	100	99	485	493	501	48	34	28	13	19	19	31	37	37	8	10	16
Male	43	416	37936	98	98	99	488	482	493	39	42	35	22	20	18	19	30	33	19	9	14
African American	10	76	3719	91	96	98	471	482	481	50	38	43	20	20	21	20	37	29	10	6	7
Hispanic	40	354	26645	100	97	98	475	474	478	54	49	46	14	22	20	29	25	27	3	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	8	30
American Indian/Alaskan Native	NC	12	4729	NC	100	98	NC	480	468	NC	50	57	NC	8	19	NC	33	19	NC	8	4
White	41	363	37773	95	99	99	504	500	511	30	28	20	19	18	18	27	40	41	24	15	21
Students with Disabilities	11	111	8801	100	100	100	430	435	448	67	77	75	33	11	13	0	12	10	0	0	2
Students without Disabilities	84	720	66117	99	97	99	488	492	501	43	34	28	16	20	19	27	35	37	14	10	16
Limited English Proficient Students	12	131	11706	100	100	100	445	447	454	71	76	71	29	18	16	0	5	12	0	0	1
Migrant Students	NC	NC	706				NC	NC	467	NC	NC	55	NC	NC	22	NC	NC	20	NC	NC	4
Economically Disadvantaged	51	439	29785				475	474	477	52	49	47	16	22	20	27	25	26	5	4	6
Non-Economically Disadvantaged	44	392	45115				499	501	508	35	26	23	18	16	18	25	42	39	23	15	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	828	74503	99	99	99	503	486	491	7	9	9	25	33	32	63	52	51	5	6	8
All Students (Prior Year)	--	630	69001	--	96	96	--	473	490	--	28	17	--	44	37	--	28	45	--	0	1
Female	53	409	36686	100	99	99	511	507	506	6	5	5	18	24	29	71	63	57	4	7	9
Male	42	415	37644	95	98	98	493	465	476	9	14	13	34	42	36	51	41	45	6	4	6
African American	10	76	3677	91	96	97	484	490	475	10	10	12	30	30	36	60	55	46	0	6	5
Hispanic	39	351	26500	100	96	97	501	468	467	12	13	13	21	39	39	62	44	44	6	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	8	18
American Indian/Alaskan Native	NC	12	4695	NC	100	97	NC	470	464	NC	8	14	NC	42	39	NC	42	44	NC	8	3
White	42	363	37606	98	99	99	510	501	508	3	6	6	26	28	28	66	60	56	5	7	10
Students with Disabilities	11	111	8662	100	100	100	359	393	409	100	41	37	0	44	42	0	15	20	0	0	1
Students without Disabilities	84	717	65841	99	97	98	509	494	499	4	7	7	26	32	32	65	55	53	5	6	8
Limited English Proficient Students	11	130	11608	100	100	100	442	414	430	33	31	23	17	48	47	50	21	28	0	0	1
Migrant Students	NC	NC	701				NC	NC	449	NC	NC	17	NC	NC	43	NC	NC	38	NC	NC	1
Economically Disadvantaged	51	439	29587				493	467	465	9	13	14	25	38	40	61	45	43	5	3	4
Non-Economically Disadvantaged	44	389	44898				515	506	507	5	6	7	25	27	28	65	59	55	5	8	10

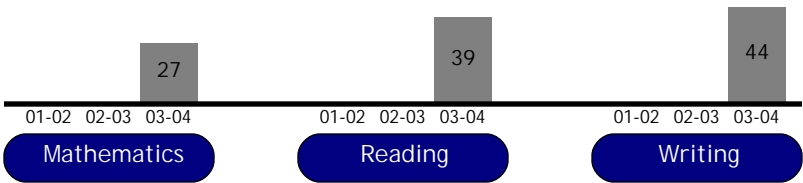
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

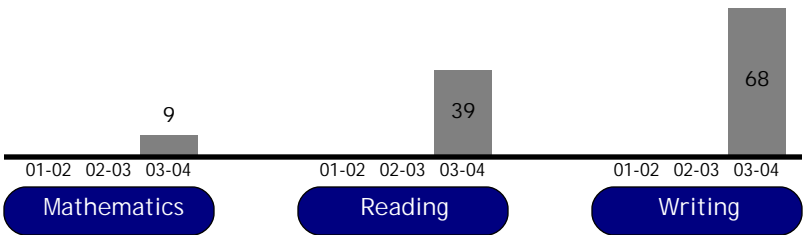
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	32	44	--	--	42	50	89	52	NA	58
	Language	--	--	27	39	--	--	33	43	95	35	35	50
	Mathematics	--	--	40	52	--	--	37	57	98	45	44	64
3	Reading	--	--	38	43	--	--	35	47	89	46	NA	55
	Language	--	--	47	50	--	--	42	54	97	52	50	61
	Mathematics	--	--	42	50	--	--	39	54	96	43	47	61
4	Reading	--	--	36	47	--	--	43	52	95	37	NA	56
	Language	--	--	37	45	--	--	42	48	97	35	41	52
	Mathematics	--	--	41	52	--	--	46	57	96	39	47	61
5	Reading	--	--	36	46	--	--	40	50	100	40	NA	55
	Language	--	--	33	43	--	--	34	46	100	34	39	49
	Mathematics	--	--	46	54	--	--	43	57	100	39	49	63
6	Reading	--	--	40	49	--	--	40	53	94	44	NA	56
	Language	--	--	32	42	--	--	34	45	93	37	36	48
	Mathematics	--	--	48	58	--	--	47	62	94	48	52	66
7	Reading	--	--	35	48	--	--	42	51	92	38	NA	54
	Language	--	--	35	51	--	--	47	54	93	36	44	58
	Mathematics	--	--	40	54	--	--	45	58	91	45	46	62
8	Reading	--	--	36	49	--	--	41	53	95	48	NA	55
	Language	--	--	33	46	--	--	35	49	95	38	40	52
	Mathematics	--	--	40	54	--	--	42	58	95	43	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Ashton Ranch Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Academic Improvement
- Ü Safety
- Ü Prevention
- Ü Parent and Community Relations
- Ü Data Based Decision Making
- Ü Clear and Focused Mission

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	37.50
Other Professional Staff	2.50	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	3	0	0
10 or more years	3	2	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	37
Core academic classes taught by Highly Qualified (NCLB) teachers.	113
Teachers with Emergency Certificaton.	1

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Gymnasium
- Ü Multi-Purpose Room

### Extracurricular Activities

- Ü 7th and 8th Grade Interschool Athletics
- Ü Success Academy
- Ü NJHS
- Ü Art Club
- Ü Student Council
- Ü Character Club
- Ü After School Programs
- Ü Theater/Drama Club

### Social Services

- Ü Outreach Specialist
- Ü Special Education Social Worker
- Ü Prevention Programs
- Ü Free and Reduced Meal Program
- Ü Southwest Behavioral Services

## Indicators of Success Based on Historical Data from 2003-04

### School Achievements/Accomplishments 2003-04

ü All the Ashton Ranch Career Ladder teachers achieved their goals for the 2003-2004 school year.

ü Ashton Ranch was awarded a \$650.00 grant for funding a character education program.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	53	56
Grades 3-4	68	65
Grades 4-5	60	54
Grades 5-6	66	74
Grades 6-7	64	63
Grades 7-8	77	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Ashton Ranch has developed an Emergency Preparedness Plan. Monthly drills will be conducted to ensure efficient responses to emergencies. A Character Education Program and Kids at Hope will assist students in making safe and responsible choices.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Donna MK Malone	(623) 523-8300
Transportation Policy	Vern Wolfley	(623) 876-7052
Community Resources	Maria Ruiz	(623) 876-7066
School Nutrition Programs	Michael Lozano	(623) 876-7075
Parent Organization	Denise Pigati	(623) 523-8300
Student Health/Nurse	Robin O'Rourke/Shanna Hall	(623) 523-8304

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.